RATIONALE:

Based on the fundamental principles of Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, and so that assessment, evaluation and reporting are valid and reliable, teachers use practices and procedures that:

- support all students through universal design for learning, differentiated instruction and tiered interventions.

Teachers adjust the learning environment, instruction, assessment and evaluation to meet each student's existing and emerging needs, including those with special education needs, those who are learning the language of instruction and those who are First Nation, Métis or Inuit.

TERMINOLOGY:

Parent: The term "parent" throughout this Policy is intended to be inclusive and represent parent, guardian and caregiver.

Assessment for Learning: The ongoing process of gathering and interpreting evidence about learning for the purpose of guiding instruction and providing feedback to students.

Evaluation: The process of judging the quality of student work based on established criteria to identify how well students have achieved the curriculum expectations.

Individual Education Plan (IEP): A written plan describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations. An IEP must be developed for a student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and may also be developed for a student who has special education needs but has not been identified as exceptional. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course. It outlines the specific expectations to be assessed and evaluated for reporting student achievement.

Reporting: The process of providing students and parents with clear, detailed and straightforward information regarding how well the student is progressing and achieving in relation to provincial learning expectations, curriculum expectations, and the learning skills/work habits required for effective learning.

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Tiered Intervention: A systematic approach to providing timely and appropriate assessments, instruction and supports that respond to each student's needs. Whole class intervention is called tier one. Supplemental small group or individual intervention is tier two. Intensive intervention for individuals or small groups is tier three. Students can move about tiers as needed and receive supports from all tiers simultaneously.

PROCEDURES:

1.0 Responsibility

1.1 The Principal:

1.1.1 supports teachers to provide differentiated instruction and assessment based on individual student profiles and class profiles.

1.1.2 supports teachers to use assessment for learning (diagnostic and formative) strategies consistently to support individual student learning.

1.1.3 ensures that all teachers understand accommodations and modifications.

1.1.4 ensures that classroom/subject teachers, in collaboration with school teams and/or special education teachers and/or student services personnel, determine whether a student requires additional support, support through accommodations, modifications or alternative expectations.

1.1.5 ensures that, whenever possible, parents have been consulted in the development of accommodations and/or modifications and that these are communicated to the parents/guardians.

1.1.6 ensures that accommodations and/or modifications are based on the information contained in the student's IEP.

1.1.7 ensures that assessment, evaluation and reporting to parents of student achievement are based on the modified curriculum expectations or alternative expectations recorded in the student's IEP.

1.1.8 ensures that the IEP box on the report card is used to indicate that the expectations have been modified.

1.2   The teacher:

1.2.1   gathers information through diagnostic and formative assessment strategies and uses that information to develop appropriate instructional and assessment strategies.

1.2.2   collaborates with special education/learning resource teachers to develop and implement adaptations, including accommodations, modifications and/or other interventions based on the student's profile and information contained in the IEP, if one has been developed.

1.2.3   whenever possible and appropriate, consults with parents/guardians in the development of accommodations, modifications, and/or other interventions, and when consultation has not occurred communicates these to parents/guardians.

1.2.4   differentiates process, content, product and learning environment as required for students with specific needs by providing accommodations.

1.2.5   differentiates content as required for students with specific needs by modifying expectations, collaboratively with administration, the special education/learning resource teacher, subject department head and other school board staff as appropriate.

1.2.6   assesses, evaluates and reports on student achievement based on modified curriculum expectations or alternative expectations recorded in the student's IEP.

1.2.7   uses the IEP box on the report card to indicate that the curriculum expectations have been modified.

2.0   Roles

2.1   Using diagnostic assessment data and information on IEPs and in student profiles, determine student strengths, needs, interests, learning styles and preferences, and pathway.

2.2   Use information from class and individual student profiles to inform planning for instruction and assessment for all students. For more information, see Universal Design for Learning in Learning for All.

2.3   Use information from class and individual student profiles to guide differentiation of instruction and assessment for all students.

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2.4 In collaboration with the special education/learning resource teacher and other school/board staff and/or community supports as appropriate, develop and implement appropriate accommodations. For detailed explanations and examples of accommodations, see attached resource.

2.5 In collaboration with administration and other board staff and/or community supports as appropriate, the special education/learning resource teacher and department head determine if modifications are required, and if so which expectations will be modified, and the type of modifications.

2.6 Document modifications in the appropriate format.

2.7 For modifications in Grade 9 -12 courses, school principals, collaboratively with subject teachers, department head, special education/learning resource teacher and other board staff if appropriate, determine if a credit will be granted.

2.8 When modifications have been made teachers check the IEP box on the elementary progress report card and elementary and secondary provincial report cards.

2.9 Teachers do not check the IEP box to indicate that accommodations have been provided. The language within the Progress Report or Report Card should communicate accommodations used.